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## KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 8–9

**Policy:** Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

### VISION

Through Knowledge and Employability courses, students become active, responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families, and positively impact their communities.

### PHILOSOPHY AND RATIONALE

The development of a distinctive sequence of courses such as Knowledge and Employability is based on input about the needs of learners gathered from consultations with education stakeholders throughout the province.

To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:

- when the focus is on the development and application of reading, writing and mathematical literacy,<sup>1</sup> and essential employability skills
- through experiential learning activities

- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students to make the transition from school to the workplace and community, prepare for responsible citizenship, and be recognized, respected and valued by employers and further education providers. The skills, abilities and work effort that Knowledge and Employability courses promote include:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

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1. *Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.*



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## Aboriginal I

For historical and cultural understanding, an understanding of First Nations, Métis and Inuit (FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

## GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

## CROSS-CURRICULAR COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

### Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize connections, applications and relevance to a variety of everyday experiences. Organizing for

subjects.

### Community and Workplace Connections

Knowledge and Employability courses provide students with practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts and connect the school with environments beyond school, and may include tours to local business and industry, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios. Career portfolios help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or other post-secondary opportunities. Items appropriate for inclusion in career portfolios are: resumes, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

## SAFETY

Safety is emphasized and incorporated throughout Knowledge and Employability courses. Courses include basic safety rules and guidelines, and the safe use of tools, equipment and materials in school, home, community and workplace settings.

## TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT), and the use of computers and other technologies are included in Knowledge and Employability courses to help students make the transition to the world beyond school.

include thematic units, subject units and/or projects in other



## ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize universal skills and strategies that are essential to all students, including the following.

- Interpersonal skills to promote teamwork and respect for, support of and cooperation with others.
- Critical thinking to promote the analysis and appropriate applications of information.
- Creative thinking to promote identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision making to promote making timely and appropriate decisions.
- Problem solving to promote the ability to identify or pose problems, and apply learning to consider the causes, dimensions of and solutions to problems.
- Metacognition<sup>2</sup> is thinking about thinking and enables students to become more aware of their own thinking and learning processes, and gain greater control of these processes.

## RELATIONSHIP TO OTHER COURSES

To enable students, as appropriate, to progress to other Knowledge and Employability course(s) and/or other secondary courses, each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses.

## ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in all courses, or a combination of Knowledge and Employability and other courses.

For information about identifying students for enrollment in one or more courses, see *Knowledge and Employability Courses Policy* and the *Information Manual for Knowledge and Employability Courses*.

## INTRODUCTION TO KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS

The core responsibility of Knowledge and Employability English Language Arts courses is to foster and strengthen the development of language. Learning foundational skills of communication enhances confidence, builds personal identity and enables individuals to create and sustain meaningful relationships. Becoming successful communicators at home, at school, at work and in the community enables learners to experience personal satisfaction and become responsible, contributing citizens and lifelong learners.

### The Importance of Language

#### The Nature of Language

Language is the basis of communication and the primary instrument of thought. Composed of interrelated and rule-governed symbols systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to society.

#### Language Development

Language development is contextual. Students enhance their language abilities by using what they know, continuously and recursively, in new and more complex contexts and with increased sophistication. They reflect on and use prior knowledge to extend and enhance their language abilities and understanding. By learning and incorporating new language structures into their repertoires and using them in a variety of

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2. *Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.*

contexts, students develop greater language fluency and proficiency.

### **Critical Thinking and Learning through Language**

Critical thinking, learning and language are interrelated. Students use language to make sense of and bring order to their world and play active roles in learning communities within and beyond the classroom. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas, and determine courses of action. By becoming critical thinkers, students become self-reliant, successful, contributing members of society.

### **Metacognition**

Language study helps students develop an awareness of the strategies they use to complete learning tasks successfully. Students are encouraged to talk about, write about and otherwise represent themselves as learners. In essence, the study of language enables students to develop metacognition.

Metacognition involves reflection, critical awareness, analysis, monitoring and reinvention. Students who are engaged in metacognition recognize the requirements of the task at hand, reflect on the strategies and skills they may employ, appraise their strengths and weaknesses in the use of these strategies and skills, make modifications, and monitor the use of these reworked or new strategies in future situations.

## **ENGLISH LANGUAGE ARTS**

**Knowledge and Employability** English Language Arts highlights six language arts—listening, speaking, reading, writing, viewing and representing.

Students engage all six language arts as they study texts and create their own texts in relevant situations for a variety of purposes and audiences. All of the language arts are interrelated and interdependent; facility in one strengthens and supports proficiency in the others.

4/ English Language Arts 8–9  
(2005 Draft)

### **Listening and Speaking**

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs and traditions. Aboriginal perspectives and experiences of oral language strengthen their communities and culture.

Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes. Instruction integrates facets of Aboriginal oral language traditions as an example of the power of language for people and their communities.

### **Reading and Writing**

Reading and writing are powerful means of communicating and learning. These language arts enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts.

Writing enables students to explore, shape and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas, and compose and revise with increasing confidence and skill.

**Knowledge and Employability**  
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## Viewing and Representing

Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.

Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.

Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

## Inquiry and Research

Through the process of inquiry, students learn to manage ideas and information. Acquiring foundational skills in research will allow students to identify their current knowledge and construct new knowledge within a variety of contexts. The inquiry process includes planning, selecting, organizing, assessing and representing information, and is also included in science and social studies courses.

## Texts

In today's technological society, people access information and find enjoyment in print, as well as other language forms. For example, oral communication and visual media are becoming increasingly important. Often these forms are used in combination with one another and in conjunction with print. Therefore, texts refer not only to print but also to oral and visual forms that can be discussed, studied and analyzed. In addition, texts are affected and influenced by how they are transmitted, whether

by computer, television, radio or book. Students need knowledge, skills and strategies in all six language arts to compose, comprehend and respond to such texts. Oral texts include storytelling, dialogues, speeches and conversations. Visual texts include pictures, diagrams, tableaux, mime and nonverbal communication. Combinations of oral, print or visual texts include videos, films, cartoons, drama and drum dancing.

## Organization of the Program of Studies

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. Five general outcomes, represented by icons below, serve as the foundation for the Knowledge and Employability program of studies. The student outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

### General Student Outcomes

Students will listen, speak, read, write, view and represent to:



explore thoughts, ideas, feelings and experiences



comprehend and respond personally, critically and creatively to oral, print and other media texts



manage ideas and information



enhance the clarity and artistry of communication



respect, support and collaborate with others.



## Specific Outcomes

Specific outcomes are categorized under headings within each of the five general outcomes. The specific outcomes state the knowledge, skills and attitudes that students are expected to demonstrate by the end of each grade.

## GENERAL AND SPECIFIC OUTCOMES FOR ENGLISH LANGUAGE ARTS 8–9

The aim of English language arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

### General Outcome 1



**Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**

- 1.1 Discover and explore
- 1.2 Clarify and extend

### General Outcome 2



**Students will listen, speak, read, write, view and represent to comprehend and respond personally, critically and creatively to oral, print and other media texts.**

- 2.1 Use strategies and cues
- 2.2 Respond to texts
- 2.3 Understand forms, elements and techniques
- 2.4 Create original texts

### General Outcome 3



**Students will listen, speak, read, write, view and represent to manage ideas and information.**

- 3.1 Plan and focus
- 3.2 Select and process
- 3.3 Organize, record and evaluate
- 3.4 Share and review

### General Outcome 4



**Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.**

- 4.1 Enhance and improve
- 4.2 Attend to conventions
- 4.3 Present and share

### General Outcome 5



**Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.**

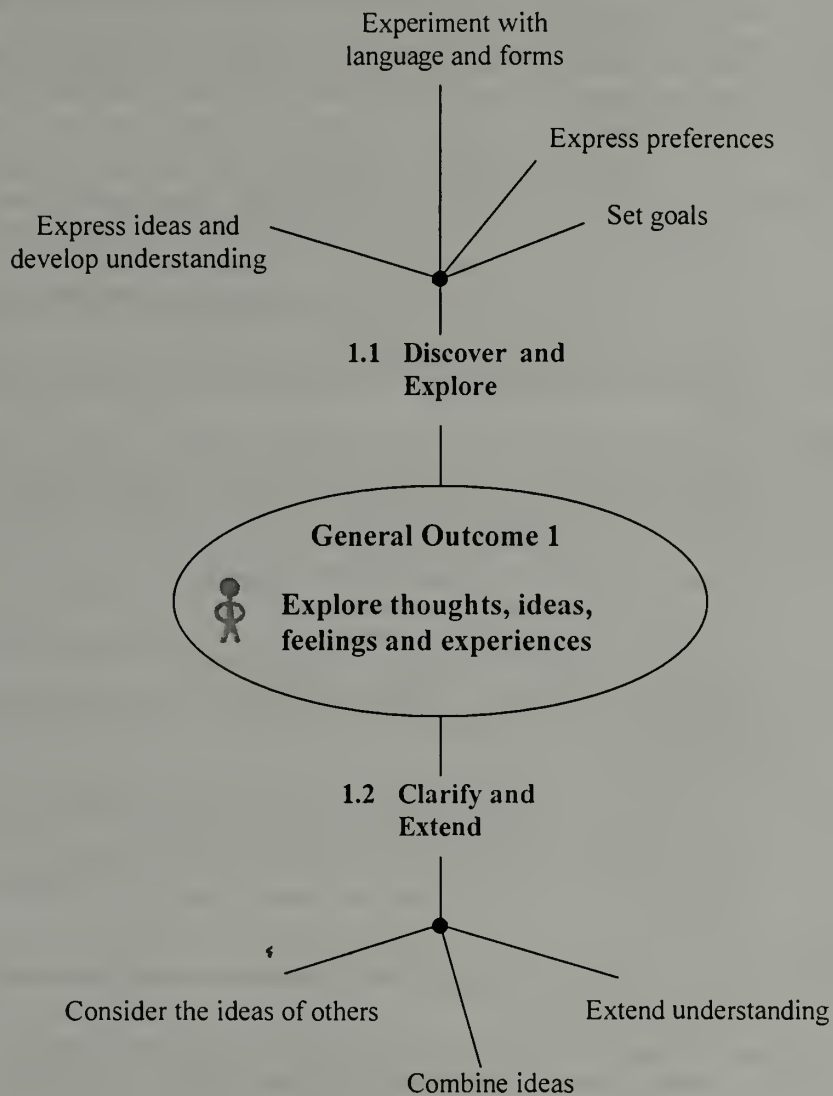
- 5.1 Respect self and others, and strengthen community
- 5.2 Work within a group

Under the specific outcome sections on the following pages, the six language arts are identified in brackets as they apply and/or relate to the outcome.

- R – Reading
- W – Writing
- L – Listening
- S – Speaking
- V – Viewing
- Rp – Representing

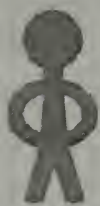


**STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:**



## GENERAL OUTCOME 1

### INTRODUCTION



**Note:** Knowledge and Employability English Language Arts emphasizes the exploration of language in relation to practical, everyday home, community and workplace applications.

**Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**

Exploration is fundamental to learning. The specific outcomes that support General Outcome 1 set the foundation for learning in the other outcomes. Students engage in exploration to discover possibilities and to extend their awareness. Through exploration, students begin to formulate their thoughts and ideas, organize and make sense of their experiences, and acknowledge and express their feelings. Exploration enables students to discover and understand who they are and what they think. As language users and language learners, exploration helps students to reflect on their weaknesses and strengths.

As students become engaged in exploration, they express their preferences and interests, and they set personal goals for language growth. When students face a new task or assignment and study a new text, they explore possibilities and form tentative interpretations and positions. Students experiment with language and forms of expression to continually expand the horizon of opportunities that language learning offers to them. In this way, students consider new perspectives and form new understandings. Ultimately, through exploration, students expand their interest in a variety of texts.

Through talk and conversation, students make observations, ask questions, generate hypotheses, make predictions and form opinions. Often, it is at the point of utterance that students discover what they think or how they feel.

Writing and representing help students to clarify and expand their thinking. When students use such means as dialogue journals to aid their exploration, and when they see their ideas, feelings and experiences in writing, they can reconsider, revise and elaborate in thoughtful ways. Students may also use diagrams, thought webs, collages, charts and other representational forms to explore ideas and interpretations and to make and present new connections among ideas.

Listening, reading and viewing also enable students to explore and consider new perspectives and to gather and verify information, identify areas for further inquiry or research, and develop support for opinions. A climate conducive to exploration and risk taking fosters learning in General Outcome 1.

Learning effective exploration strategies is interrelated with learning in the other general outcomes.

- Exploratory talk, writing and representation enhance students' comprehension, by focusing their prior knowledge and experiences before listening, reading and viewing and when analyzing, evaluating and responding to texts (General Outcome 2).
- Exploration also helps students to find and manage information (General Outcome 3).
- Students are involved in exploration when deciding how to use language more effectively when they are creating their own texts (General Outcome 4).
- Students often use exploratory talk when they work together to collaborate on projects and to develop a classroom learning community (General Outcome 5).



## 1.1 Discover and explore

### Grade 8

### Grade 9

#### 1.1.1 Express ideas and develop understanding

- a. extend and revise understanding of ideas and information by connecting new and prior knowledge and personal experiences [R, W, L, S, V, Rp]
- b. extend and revise understanding of ideas and information by exploring a variety of print and nonprint texts on related topics and themes [R, W, L, S, V, Rp]
- c. extend understanding by taking different points of view when reviewing and reflecting on print and nonprint texts [R, W, L, S, V, Rp]

#### 1.1.2 Experiment with language and forms

- a. experiment with language, form, structure and images to create different effects considering purpose and audience [R, W, L, S, V, Rp]
- b. examine ways that language and forms influence the development and communication of ideas, information and experiences in print and nonprint texts (e.g., read a novel, view a film adaptation and compare the development and communication of the story) [R, W, L, S, V, Rp]
- c. experiment with language to enhance language development (e.g., use new vocabulary, vary sentence structure and use figurative language) [W, S, Rp]

#### 1.1.3 Express preferences

- a. extend experiences by exploring and assessing a variety of print and nonprint texts based on personal preferences and recommendations from others [R, W, L, S, V, Rp]
- b. identify and explain reasons for personal preferences (such as genres, artists, storytellers, filmmakers and authors) [R, W, L, S, V, Rp]

#### 1.1.4 Set goals

- a. apply self-evaluation and other strategies and tools (e.g., checklists and inventories) to identify language strengths and weaknesses, and develop personal language learning goals [R, W, S, L, V, Rp]
- b. create a plan for language learning to meet attainable secondary, post-secondary and career goals and include a record/collection of achievements and goals (e.g., career portfolio) [R, W, L, S, V, Rp]
- c. investigate career-related language skills using self-evaluation and other strategies to identify attainable career opportunities (e.g., ALIS Web site, National Occupation Classification (NOC)) [W, L, S]
- d. review and revise plan for language learning designed to extend language growth [R, W, L, S, V, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 1.2 Clarify and extend

### Grade 8

### Grade 9

#### 1.2.1 Consider the ideas of others

- a. acknowledge the value of and respond constructively to ideas and opinions of others in exploring and extending personal interpretation and perspectives [R, W, L, S, V, Rp]
- b. assess and revise personal opinions and ideas based on alternative ideas and opinions [R, W, L, S, V, Rp]

#### 1.2.2 Combine ideas

- a. exchange ideas and opinions to clarify understanding and to broaden personal perspectives [R, W, L, S, V, Rp]
- b. examine and reexamine ideas, information and experiences from different points of view to find patterns and relationships [R, W, L, S, V, Rp]
- c. synthesize information from a variety of sources to extend understanding and perspective [R, W, L, S, V, Rp]

#### 1.2.3 Extend understanding

- a. identify purpose and message of a communication and intended audience, and verify understanding [R, W, L, S, V, Rp]
- b. apply metacognition and other strategies to share, examine and reexamine points of view, opinions, experiences, perspectives and interpretations effectively with others, in person or using various communication technologies as appropriate (e.g., telephone, e-mail) [R, W, L, S, V, Rp]
- c. use a variety of strategies to examine, clarify and assess understanding (e.g., discussing, reviewing, rereading and reflecting) [R, W, L, S, V, Rp]
- d. revise initial understandings, points of view and responses based on new ideas, information and feedback [R, W, L, S, V, Rp]

R – Reading

W – Writing

L – Listening

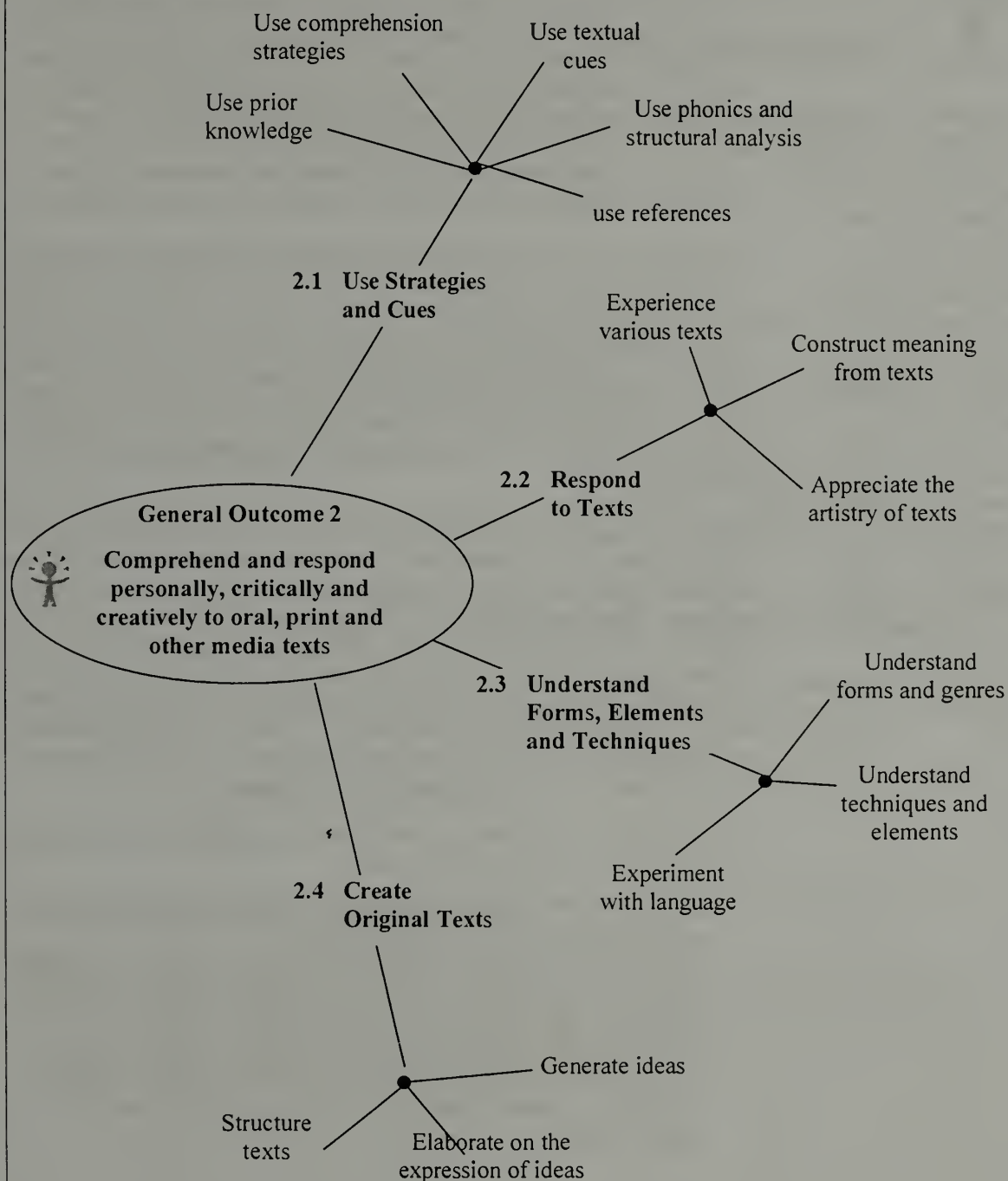
S – Speaking

V – Viewing

Rp – Representing



**STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:**



## GENERAL OUTCOME 2



**Note:** The *what* and the *how* of a text (text content and text form) have been separated under the first two headings of General Outcome 2 to allow learning outcomes to be more clearly specified. In their study of texts, students should be encouraged to understand the relationship between form and content.

Knowledge and Employability English Language Arts emphasizes comprehension of print and nonprint texts in relation to practical, everyday home, community and workplace applications.

Students will listen, speak, read, write, view and represent to comprehend and respond personally, critically and creatively to oral, print and other media texts.

Constructing meaning from texts is fundamental to English language arts. As students study texts in oral, print, visual and multimedia forms, they use a variety of strategies to determine the *what* of a text—the content that is being presented by the text creator. Students engage their prior knowledge of content as they encounter new texts. They identify and examine a text creator's purpose and audience, and they consider the interplay between text and context. Students use their skills as listeners, readers and viewers to detect the tones and emotional range adopted by text creators. They use references, including the understandings and interpretations of others, to assist them in forming their own understandings and interpretations of texts.

Students also use a variety of strategies to understand the craft of the text creator and the *how* of a text—the form that the text creator has fashioned and the textual elements, rhetorical devices and stylistic techniques that the text creator has employed. By studying a variety of texts in oral, print, visual and multimedia forms, students develop an understanding of the relationship between a text's content and its form. They identify the effects that are created by particular forms, elements, devices and techniques, and relate a text's form, structure and medium to its purpose and audience and to its content.

Students respond personally, critically and creatively—often simultaneously—to the contents and contexts of a variety of texts and text creators. They respond personally by relating texts to their own experiences, feelings, values and beliefs. They respond critically by making interpretations and by evaluating ideas, forms, devices and techniques. They respond creatively by visualizing the settings and situations that are presented in texts and by imagining the persons and characters inhabiting texts. By using their creative imaginations, students synthesize responses that take them more deeply into the world of a text or that extend their own worlds by transforming their understandings and perspectives.

Learning effective comprehension and response strategies is interrelated with learning in all of the other general outcomes.

- Exploratory talk and writing enhance and extend student understandings and evaluations of texts (General Outcome 1).
- Student understandings of text forms, structures and media help them to find information when they are involved in inquiry (General Outcome 3).
- The study of texts provides students with a range of topics and organizing structures for their own text creation (General Outcome 4).
- As students respond positively to the texts created by their classmates, they help to encourage others and to build a community of learners (General Outcome 5).



## 2.1 Use strategies and cues

### Grade 8

### Grade 9

#### 2.1.1 Use prior knowledge

- a. connect new ideas and information to prior knowledge to enhance understanding of print and nonprint texts [R, L, V]
- b. use knowledge of text creators, forms and genres developed during previous experiences to direct and extend experiences with print and nonprint texts [R, L, V]
- c. recognize that interpretation of the same text may vary based on prior knowledge and individual experience [R, L, V]

#### 2.1.2 Use comprehension strategies

- a. apply appropriate reading strategies to enhance understanding (e.g., skimming, reading out loud, forming questions, making predictions, rereading and reading slowly) [R]
- b. apply a variety of vocabulary strategies (e.g., word attack skills, context clues and dictionary skills) to enhance comprehension of oral, print and multimedia texts [R, L, V]
- c. identify vocabulary specific to a topic to enhance understanding [R, L, V]
- c. identify and define new vocabulary specific to a topic to enhance understanding [R, L, V]
- d. paraphrase directions or key messages from various sources (e.g., oral directions, assignments, manuals, diagrams, forms, lists, labels and workbooks) to enhance and verify understanding of tasks [R, W, L, S, V, Rp]
- e. use metacognition and a variety of other strategies to identify and remember main ideas and relevant information in print and nonprint texts (e.g., concept mapping, mental rehearsal, paraphrasing, questioning and taking notes) [R, L, V]
- f. identify and examine appropriate communication strategies used to convey intent such as verbal/nonverbal mood indicators (e.g., use of lighting, camera angle, irony, sarcasm, gestures, volume and tone) [R, L, V]
- g. identify a speaker's nonverbal communication strategies to increase understanding (e.g., posture, eye contact, facial expression and gestures) [V]

#### 2.1.3 Use textual cues

- a. use a variety of textual cues to enhance understanding (e.g., indexes, tables of content, chapters, bolded words/phrases, charts, glossaries, graphics and bullets) [R]
- b. use visual and textual cues, and structural features to enhance comprehension of a variety of everyday print and nonprint texts to enhance understanding, and to read and view with purpose (e.g., newspapers, magazines, instruction manuals, advertisements, schedules and Web sites) [R, V]
- c. identify and use a variety of cues to enhance understanding of nonprint texts (e.g., colour, setting, shape, movement, lighting, camera angle and size of images) [V]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 2.1 Use strategies and cues (continued)

### Grade 8

### Grade 9

#### 2.1.4 Use phonics and structural analysis

- a. apply knowledge of phonics, sight vocabulary and context cues to enhance vocabulary development and spelling [R, W, L, S, V, Rp]
- b. select and apply effective strategies to build on strengths or address areas for improvement (e.g., context clues, dictionary use, spelling/vocabulary computer software and personal glossary) [R, W, L, S, V, Rp]

#### 2.1.5 Use references

- a. skim and scan reference materials to confirm spelling, locate meaning, extend vocabulary, verify usage and address uncertainties (e.g., dictionary, thesaurus, writer's handbook, personal glossary and computer software) [R, W, S, L, V, Rp]



## 2.2 Respond to texts

### Grade 8

### Grade 9

#### 2.2.1 Experience various texts

- a. explore/experience a range of print and nonprint texts from a variety of cultural traditions and genres (e.g., journals, magazine articles, nature programs, diaries, drama, poetry, mysteries, historical fiction, drawings, prints, photographs, advertisements, Aboriginal oral stories, artefacts and films, essays, films, electronic/print magazines and realistic fiction) [R, L, V]
- b. recognize that many interpretations of the same text exist and examine other points of view [R, L, V]
- c. consider historical context when developing points of view or interpretations of texts [R, L, V]
- d. justify point of view and interpretation using evidence from text [R, L, V]

#### 2.2.2 Construct meaning from texts

- a. use metacognition and other appropriate strategies (e.g., graphic organizers and technology) to categorize parts of a plot including introduction, characters, setting, initial incident, rising action, climax, falling action, resolution and main conflict, and recognize their relationships in developing a story [R, L, V]
- b. examine how a character changes as a result of an event within a plot by examining elements of character such as personality traits, motivation, relationships, attitudes and values [R, L, V]
- b. examine how a character changes as a result of an event within a plot by examining elements of character such as consistency of behaviour and plausibility of change [R, L, V]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing





## 2.2 Respond to texts (continued)

### Grade 8

- c. compare the choices and behaviours of characters portrayed in texts to those of self and others [R, W, L, S, V, Rp]
- d. identify the main message and supporting details from various texts (such as short stories, articles, novels, electronic sources, CD-ROMs, television commercials and directions to complete tasks) [R, L, V]
- e. identify conflict and examine how it develops and may be resolved [R, L, V]
- f. define own interpretation of texts based on experience, prior knowledge and evidence from the text [W, S, Rp]
- g. differentiate between fact and fiction in media portrayals of everyday life [R, L, V]
- h. use a variety of strategies to understand and follow oral directions (e.g., paraphrase, mental mapping, taking notes) [L]

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- c. analyze how the choices, behaviour and motives of characters in texts provide insight into self and others [R, W, L, S, V, Rp]
- d. identify the main message, theme, point of view, argument and lesson or moral within text [R, L, V]

### 2.2.3 Appreciate the artistry of texts

- a. examine ways that character can be developed and how character, plot and setting are interconnected and mutually supportive, and work together to create mood and tone [R, L, V]
- b. recognize and appreciate the use and effectiveness of a variety of techniques such as word choice, camera angle, irony, symbolism, line and framing in communicating meaning and enhancing the text experience for the audience [R, L, V]



## 2.3 Understand forms, elements and techniques

### Grade 8

#### 2.3.1 Understand forms and genres

- a. examine how the choice of form and genre of oral, visual and multimedia texts is appropriate to the purpose and audience [R, L, V]
- b. identify various forms and genres of oral, print and other media texts, and identify key characteristics of each [R, L, V]
- c. examine the effectiveness of different types of forms for presenting ideas and information (e.g., presentations of news through television, radio and newspapers; CDs and music videos) [R, L, V]

### Grade 9

R – Reading	W – Writing	L – Listening	S – Speaking	V – Viewing	Rp – Representing
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## 2.3 Understand forms, elements and techniques (continued)

### Grade 8

### Grade 9

#### 2.3.2 Understand techniques and elements

- examine how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development [R, L, V]
- identify graphic design techniques (e.g., graphic quality, colour, sound, camera angle, composition, movement and editing) that create and/or manipulate emotion, mood and point of view [R, L, V]
- examine how sound and image work together to create effects in media texts [L, V]
- summarize the content of media texts and examine the choices made in planning and producing them [R, L, V]

#### 2.3.3 Experiment with language

- explore creative uses of language and visuals in popular culture (e.g., cartoons, animated films, limericks, advertisements, electronic and print magazines and the Internet) and communicate ways in which imagery and figurative language such as simile, hyperbole and metaphor convey meaning, tone and mood [R, L, V]
- analyze creative uses of language and visuals in popular culture and explain ways in which imagery and figurative language such as simile, hyperbole and metaphor convey meaning, tone and mood [R, L, V]



## 2.4 Create original text

### Grade 8

### Grade 9

#### 2.4.1 Generate ideas

- take ownership of text creation by selecting a topic, concept or idea that is personally meaningful and engaging, and based on personal experience and/or prior knowledge [R, S, W, L, V, Rp]
- apply appropriate prewriting strategies to generate ideas and focus topic (e.g., discussion, brainstorming, webbing, outlining, journaling, graphic organizers and technology) [W, S, L, Rp]
- apply appropriate prewriting strategies to explore, develop and justify own ideas, opinions and point of view, develop new ideas and determine scope of writing [W, S, L, Rp]
- create oral, print and other media texts related to issues encountered in own life [W, S, Rp]

#### 2.4.2 Elaborate on the expression of ideas

- use a variety of techniques to communicate meaning and enhance effectiveness of texts (e.g., colour, shape, composition, suspense, foreshadowing, flashback, word choice, gestures, movement, balance, camera angles, framing, irony and symbolism) [R, L, V]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 2.4 Create original text (continued)

### Grade 8

### Grade 9

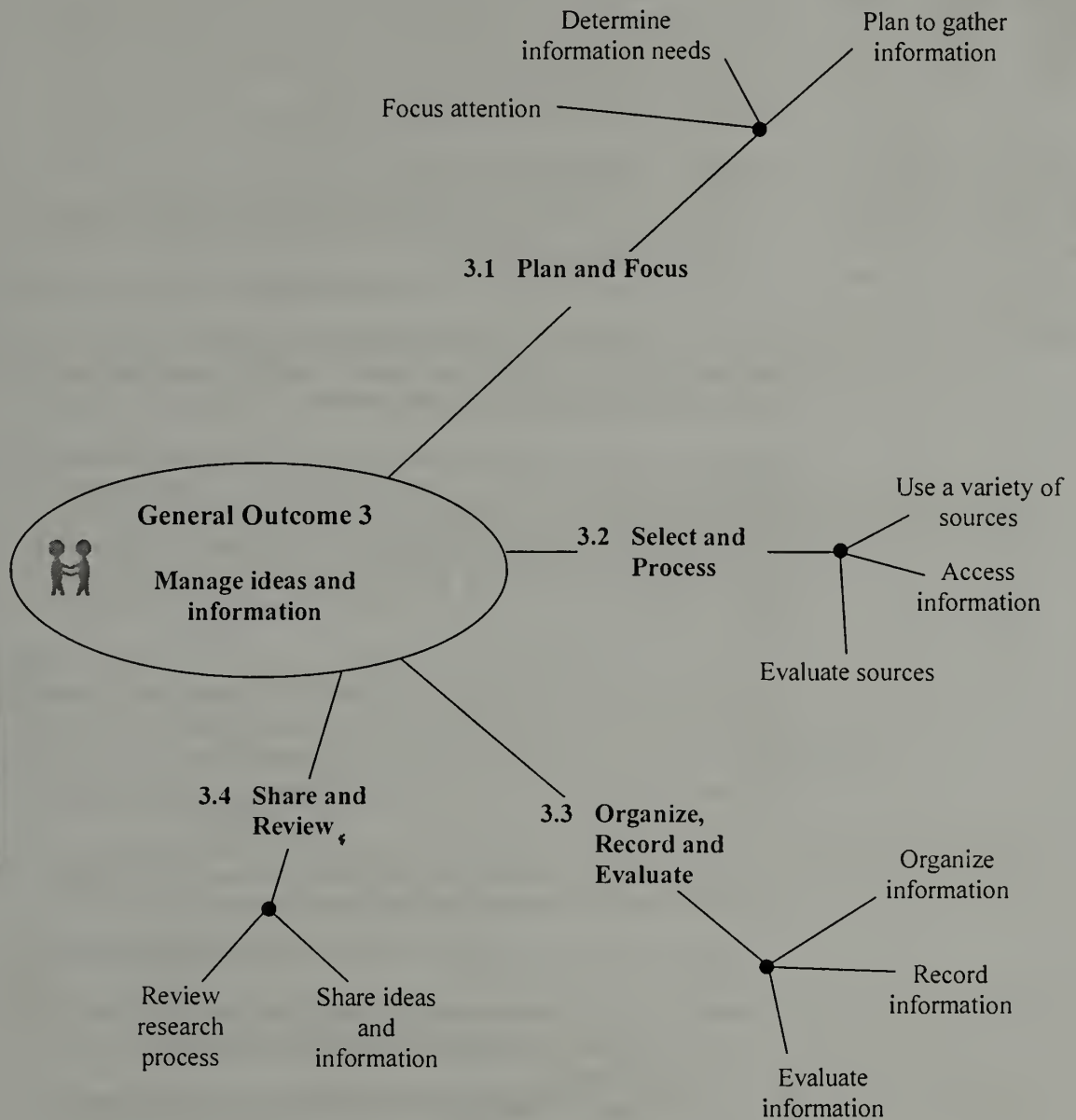
#### 2.4.3 Structure texts

- a. create a variety of oral, print and other media texts with well-developed, supported and linked ideas and components: [W, S, Rp]
  - personal correspondence such as friendly letters, e-mail messages using electronic and other templates as appropriate
  - forms of functional writing such as résumé, cover letter, memo using electronic and other templates as appropriate
  - descriptive, persuasive, expository and narrative paragraphs
  - descriptive, persuasive, expository and narrative paragraphs, and three to five-paragraph essays
- b. create a variety of texts to examine the connections between form, elements and techniques (e.g., advertisements, brochures, book jackets, plays, poetry, instruction sheets, posters and multimedia presentations) [W, S, Rp]
- c. complete real or samples of common home and work related forms (e.g., Social Insurance Number (SIN) form, job application form and performance checklists) [W, S, Rp]





**STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:**



## GENERAL OUTCOME 3



**Note:** Knowledge and Employability English Language Arts emphasizes the management of ideas and information in relation to practical, everyday home, community and workplace applications.

**Students will listen, speak, read, write, view and represent to manage ideas and information.**

Students manage ideas and information to fulfill particular inquiry or research needs. Such needs may include communicating with a particular audience, considering a variety of literary interpretations or gathering details that contribute to the verisimilitude of a created text.

Students develop the ability to determine:

- why they need to pursue inquiry or to conduct research
- what sorts of questions need to be answered
- what types of data and information are needed
- where to locate information sources
- how to record and organize selected information
- if chosen sources and gathered information satisfy the requirements of purpose, audience and situation
- if chosen sources are reputable and of good quality.

Students integrate and synthesize their findings, and, in the course of managing ideas and information, they formulate generalizations and conclusions and develop personal perspectives.

Students use inquiry or research findings for a variety of purposes. A finding may simply be a new understanding that a student records in a journal for future use. Findings may also include facts, examples or generalizations that are used immediately by students involved in text creation. Findings often lead students to formulate new questions for further research.

As they progress through their English language arts courses, students develop strategies for managing ideas and information with increasing independence and sophistication. As well, they evaluate their own and others' inquiry and research processes, and findings with a view to refining such processes and considering alternative ways of conducting inquiry or research in the future.

Learning effective strategies for managing ideas and information is interrelated with learning in the other general outcomes.

- Students explore ideas to frame questions and plan research processes (General Outcome 1).
- When students examine sources to identify ideas and gain information, they are engaged in comprehending and responding to text (General Outcome 2).
- As they record and organize the information and other material that they have uncovered, students are engaged in the creation of text (General Outcome 4).
- Students often collaborate to conduct research or pursue inquiry (General Outcome 5).



### 3.1 Plan and focus

#### Grade 8

#### Grade 9

##### 3.1.1 Focus attention

- use metacognition and a variety of other strategies (e.g., discussion, brainstorming and webbing) to identify a topic and focus ideas [R, W, Rp]
- consider a variety of factors that may influence a topic, such as audience, purpose, point of view and form [R, W, S, L]
- create categories and questions using who, what, where, when, why and how to guide inquiry and topic development [W, S, L]
- identify a tentative presentation form appropriate to audience, purpose and point of view [W, S, L]
- use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts [W, S, Rp]

##### 3.1.2 Determine information needs

- identify and record prior knowledge related to a topic and determine information gaps [W, S, Rp]
- select appropriate information sources for a topic, audience, purpose and form (e.g., library, encyclopedia, community members and Web sites) [R, L, V]

##### 3.1.3 Plan to gather information

- create a plan to access, gather, record, organize and present information considering topic, time, purpose, audience, form and access to technology and other resources using appropriate strategies (e.g., webbing, outlining and discussing) [W, S, Rp]
- assess and modify plan as needed [W, S, Rp]



### 3.2 Select and process

#### Grade 8

#### Grade 9

##### 3.2.1 Use a variety of sources

- use a variety of oral, print, visual and multimedia information sources appropriate to the inquiry (e.g., textbooks, encyclopedias, graphs, oral stories, artifacts, diagrams, posters, pictures, films, community members, databases, CD-ROMS and the Internet) [R, L, V]

##### 3.2.2 Access information

- access information using a variety of tools and text features such as headings, bolding, summaries, key words, electronic searches, visual and sound effects, page layouts, font styles and sizes [W, Rp]
- scan and/or skim to locate specific information quickly, using textual cues and other strategies [W, S, Rp]
- distinguish between fact and opinion in information [W, S, Rp]
- record key ideas and information using appropriate strategies (e.g., note-taking and technology) [W, S, Rp]
- select appropriate technologies for gathering, generating and recording information and other materials to create a product [R, W, L, S, V, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 3.2 *Select and process (continued)*

### Grade 8

### Grade 9

#### 3.2.3 Evaluate sources

- use pre-established criteria to assess whether sources of information are credible, factual, current, and appropriate to purpose, audience and form of presentation [R, L, V]
- select alternate information sources as appropriate [R, L, V]



## 3.3 *Organize, record and evaluate*

### Grade 8

### Grade 9

#### 3.3.1 Organize information

- organize ideas and information logically and creatively using categories, questions or sequence, and technology, as appropriate [R, W, V]
- synthesize and/or integrate ideas and information using prior knowledge, and new information and ideas

#### 3.3.2 Record information

- make notes in point form summarizing main ideas and supporting details using appropriate strategies such as headings, subheadings, key words, supporting details and phrases and graphic organizers [R, W, V]
- record information accurately and completely, using a consistent and appropriate style, using quotations and citing sources within footnotes, and using word processing software when appropriate [R, W, V]
- use appropriate keyboarding techniques such as proper fingering when using alphabet and punctuation keys and apply appropriate strategies to increase accuracy and speed [W]
- reference information sources using appropriate form and consistency [W, S, Rp]

#### 3.3.3 Evaluate information

- use appropriate criteria and appropriate metacognition strategies to assess whether information gathered is relevant, important, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of presentation and address information gaps [R, W, L, S, V, Rp]
- recognize that different viewpoints on issues may exist, and that information may have a bias or be limited [R, L, V]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing





## 3.4 *Share and review*

### Grade 8

### Grade 9

#### 3.4.1 Share ideas and information

- a. communicate ideas and information in a variety of oral, print and other media texts (e.g., posters, photo essays, brochures, video/multimedia presentations, interviews, newspaper articles and expository/descriptive oral reports) [W, S, Rp]
- b. use appropriate oral, visual, print and/or other media effectively to inform and engage the audience [W, S, Rp]
- c. apply appropriate moral and ethical standards acceptable for a presentation [W, S, Rp]
- d. demonstrate responsibility for following appropriate security and safety measures when using technology and the Internet (e.g., language and etiquette, ergonomics to promote personal health and well-being and respect the products and privacy of others) [W, S, Rp]

#### 3.4.2 Review research process

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>a. identify strengths and areas for improvement in personal research skills and research plan [W, S, Rp]</li></ul> | <ul style="list-style-type: none"><li>a. use appropriate metacognition strategies to assess the effectiveness of the research process, and identify strategies to improve future research [W, S, Rp]</li></ul> |
|--|--|

4

R – Reading

W – Writing

L – Listening

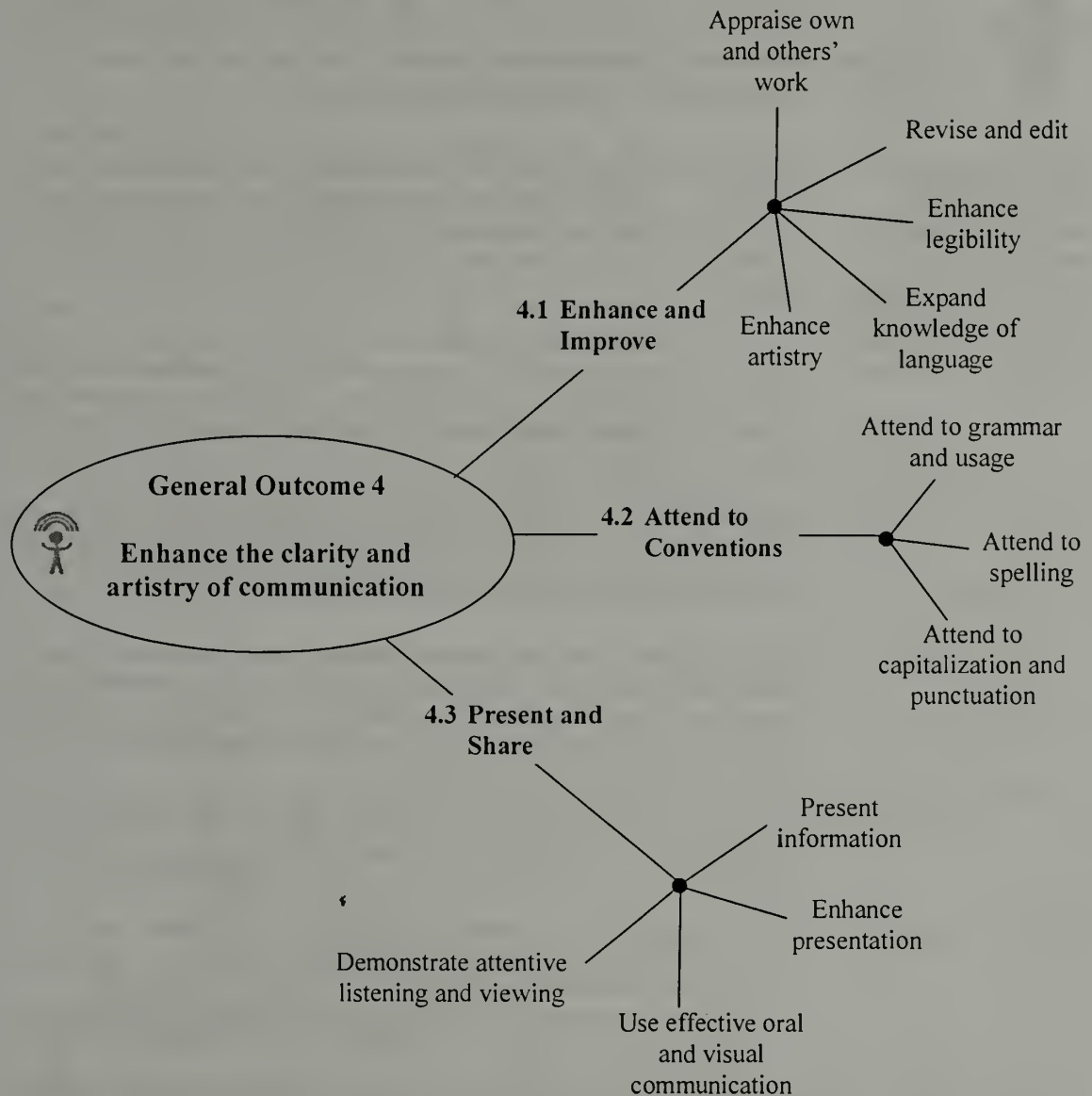
S – Speaking

V – Viewing

Rp – Representing



**STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:**



## GENERAL OUTCOME 4



**Note:** Knowledge and Employability English Language Arts emphasizes creating and enhancing print, visual and multimedia texts in relation to practical, everyday home, community and workplace applications.

**Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.**

Students draft and develop a variety of oral, print, visual and multimedia texts as a means of discovering, understanding and communicating their thoughts, feelings and experiences. When beginning the task of text creation, students assess context: they determine the purpose that they wish to accomplish, they identify their audience, and they consider the nature of the communication situation. They also develop or use form, structure and media that are consistent with context.

Students develop ideas through text creation. They share their experiences and communicate the events that are significant to them. They create images and develop themes imaginatively and artistically. By creating texts in a variety of oral, print, visual and multimedia forms, students develop their personal voices and learn the craft of the text creator.

As students produce texts for publication or presentation, they ensure that the expectations of the text creation task and the requirements of the communication situation have been met. They also consider the limitations of time and space that a particular text creation, publication or presentation situation invokes.

Students develop confidence and skill by sharing thoughts, ideas and experiences through formal and informal presentations. They select and use presentation technologies that are appropriate to the purpose, audience and communication situation.

Students enhance the communicative power of their texts by assessing and revising thought and detail, organization, matters of choice, and matters of correctness. They develop an understanding of how language works, and they use the specialized terminology of the discipline of English language arts to communicate that understanding.

Learning effective strategies for creating text and for enhancing the thoughtfulness, effectiveness and correctness of communication is interrelated with learning in the other general outcomes.

- Students explore text creation possibilities and experiment with language, image and structure (General Outcome 1).
- Oral, print, visual and multimedia texts that are studied provide vicarious experiences, new perspectives, and potential forms and media that students may use for speaking, writing and representing (General Outcome 2).
- Students locate, gather, record and organize material to communicate ideas and information (General Outcome 3).
- Students work in groups to complete tasks and assignments and to collaborate on text creation (General Outcome 5)





## 4.1 Enhance and improve

### Grade 8

### Grade 9

#### 4.1.1 Appraise own and others' work

- share draft oral, print and other media texts in a way that will elicit useful feedback [W, S, Rp]
- determine if directions have been followed and product is on topic, and demonstrates unity and coherence [W, S, Rp]
- analyze the content and effectiveness of the product/presentation considering the intended audience, purpose and form [W, S, Rp]
- identify and assess content and presentation features that enhance or detract from product, and make/suggest changes [W, S, Rp]
- apply appropriate metacognition strategies to appraise own and others' work [W, S, Rp]

#### 4.1.2 Revise and edit

- work collaboratively to make appropriate revisions based on feedback [W, S, Rp]
- proofread, edit and revise for use of language conventions such as capitalization, punctuation, sentence structure, parts of speech, dialogue, grammar, spelling and word usage [W, S, Rp]
- select and use appropriate tools to edit and revise (e.g., dictionary, thesaurus and electronic editing functions) [W, S, Rp]
- revise to ensure consistency of content through the use of main idea, point of view and supporting details [W, S, Rp]
- revise introduction, conclusion and supporting ideas and information to enhance coherence and clarify meaning [W, S, Rp]
- revise to enhance sentence structure and variety, word choice and appropriate tone, and to eliminate unnecessary repetition [V, S, Rp]
- demonstrate effective effort and behaviour to achieve a goal or create a product (e.g., be positive, focus on goal, work independently and/or in groups as appropriate and take initiative) [L, S]

#### 4.1.3 Enhance legibility

- use handwriting style, word processor, font type and size, graphics and other techniques, considering the content, audience and purpose [W, S, Rp]

#### 4.1.4 Expand knowledge of language

- identify differences between standard English, slang, colloquialism and jargon, denotative and connotative meanings of words, and examine how these differences affect meaning (e.g., accent or dialect in local communities/regions) [R, W, L, S, V, Rp]
- recognize that new words, phrases and manners of expression enter the language through popular culture, technology and other languages [R, W, L, S, V, Rp]
- identify and infer the literal and figurative meanings of words and/or phrases in context using metaphors, similes, idioms and analogies [R, W, L, S, V, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 4.1 Enhance and improve (continued)

### Grade 8

### Grade 9

#### 4.1.5 Enhance artistry

- experiment with figurative language, illustrations, voice, sentence patterns, video effects, music and other techniques to provide emphasis, express emotion or create a mood [W, S, Rp]
- explore and select appropriate aspects of style, including font size and style, colours, spacing of text, image placement, sound and video links, within the presentation form or product to convey meaning to the audience [W, S, Rp]
- use consistent style within print or multimedia product (e.g., layout, headers, footers, margins and columns) [W, S, Rp]
- use metacognition strategies to examine the effectiveness and limitations of various forms of texts for intended purpose and audience [W, S, Rp]



## 4.2 Attend to conventions

### Grade 8

### Grade 9

#### 4.2.1 Attend to grammar and usage

- use appropriate tools (e.g., handbooks, exemplars, models, dictionaries, spell and grammar check software) to assist in attending to conventions [W, S, Rp]
- attend to the conventions of grammar and usage: subject–verb agreement in sentences; use of a variety of simple, compound and complex sentences, transitional devices and pronoun use; and use of consistent verb tenses [W, S, Rp]
- distinguish between formal and informal conventions of language and recognize appropriate use of each (e.g., oral language use during a job interview and when talking with friends) [W, S, Rp]

#### 4.2.2 Attend to spelling

- attend to the conventions of spelling: confirm spelling; remember key words; and develop and use knowledge of spelling generalization and how words are formed [W, S, Rp]
- develop a systematic and effective approach to studying and remembering the correct spelling of key words [W, S, Rp]
- use a variety of strategies to verify or correct spelling (e.g., dictionary, thesaurus and electronic software) [W, S, Rp]
- identify everyday situations in which careful attention to correct spelling is particularly important (e.g., completing forms and schoolwork) [W, S, Rp]

#### 4.2.3 Attend to capitalization and punctuation

- attend to the conventions of capitalization and punctuation; use periods and commas appropriately with quotation marks; and use commas to separate phrases and clauses in own writing [W, S, Rp]
- use appropriate capitalization and punctuation for referencing oral, print and other texts [W, S, Rp]
- identify everyday situations in which careful attention to correct capitalization and punctuation is particularly important (e.g., cover letters for employment and writing at the workplace) [W, S, Rp]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 4.3 Present and share

### Grade 8

### Grade 9

#### 4.3.1 Present information

- apply appropriate common conventions when integrating information gathered from various sources (such as word processing, publishing, multimedia software, spreadsheets, graphics and database templates) [W, S, Rp]
- present information using various forms of print and nonprint texts (e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations and Web pages) [W, S, Rp]
- plan and create short, small group, whole class and other presentations to share information and ideas [W, S, Rp]
- recognize that different settings may require different techniques or forms of verbal and nonverbal communication (e.g., volume in different settings and size of visuals) [W, S, Rp]
- apply appropriate verbal and nonverbal strategies when presenting (e.g., tone, volume, eye contact, gestures and posture) [W, L, S, Rp]
- recognize the need for preparedness in effective communication [W, L, S, Rp]

#### 4.3.2 Enhance presentation

- select and organize graphics effectively to communicate and support information and ideas [W, S, Rp]
- clarify and support ideas or opinions with details, visuals or media techniques [W, S, Rp]

#### 4.3.3 Use effective oral and visual communication

- plan and shape presentations to achieve particular purposes or effects, and use feedback to make modifications [W, S, Rp]
- integrate a variety of media and display techniques, as appropriate, to enhance the appeal and accuracy of presentations [W, S, Rp]

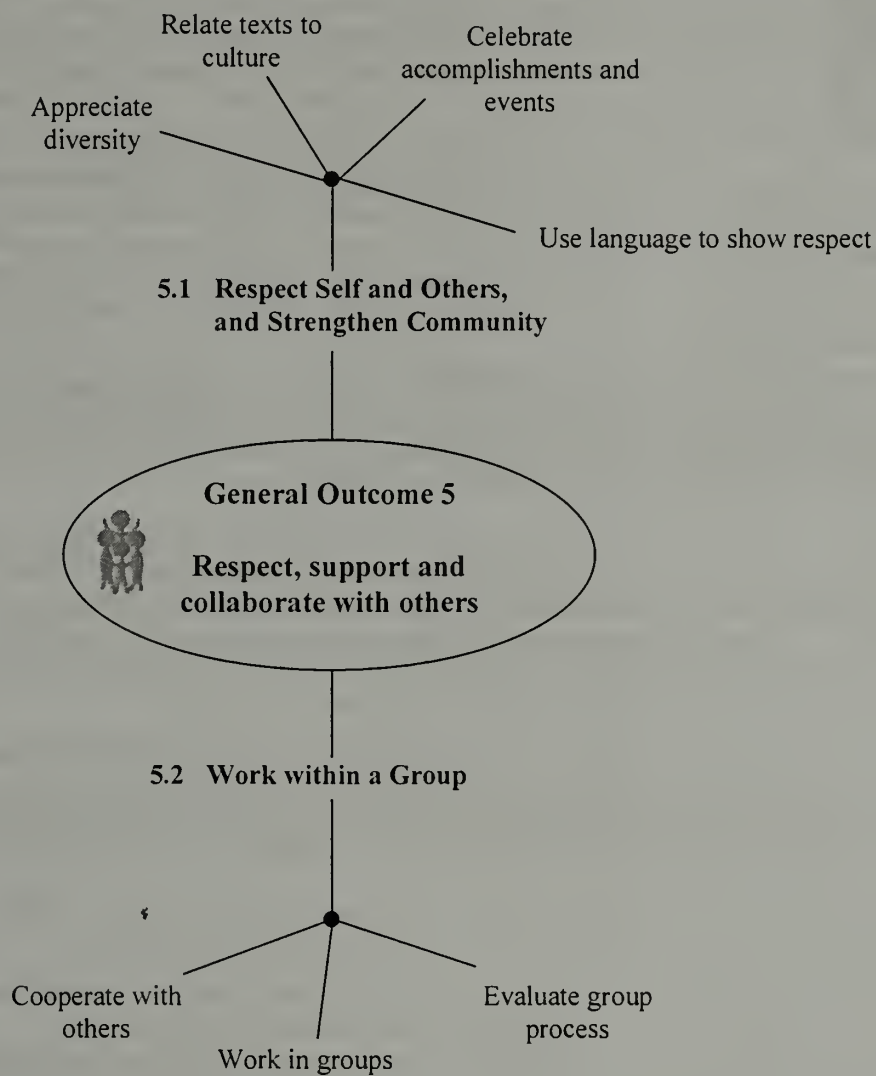
#### 4.3.4 Demonstrate attentive listening and viewing

- listen and view attentively and actively to carry out instructions (e.g., identify important ideas, organize and classify information) [L, V]
- use appropriate listening and viewing skills to demonstrate respect and consideration (e.g., making eye contact, nodding and facing the presenter/presentation) [L, V]

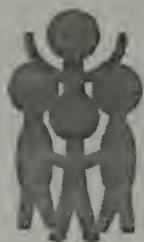




**STUDENTS WILL LISTEN, SPEAK, READ, WRITE, VIEW AND REPRESENT TO:**



## GENERAL OUTCOME 5



**Note:** Knowledge and Employability English Language Arts emphasizes respecting and advocating for self and others, and demonstrating support and collaboration with others in relation to practical, everyday home, community and workplace applications.

**Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.**

As students collaborate with others, they use language to show respect and consideration. Together, students access, understand, use and create texts in seeking answers to questions regarding the human condition. They appreciate the diversity of expression, opinion and perspective displayed by other students in their community of learners; and they willingly share their personal knowledge, expertise and perspectives to help build and strengthen that community. They learn to use language in ways that demonstrate sensitivity to the feelings of their peers and enrich the classroom atmosphere.

Students develop and display positive attitudes that are observable in the verbal and nonverbal communication that they exhibit. Students' positive attitudes are displayed as they celebrate their own accomplishments and honour the accomplishments of their classmates. Also, as they recognize events of importance to their communities and their cultures, students come to understand their personal connections to community in a broader sense.

Students learn collaboration skills by working well together. They discuss in groups, build on others' ideas, and plan and work together to meet common goals. They learn to use language to reflect upon their own behaviours and values and the behaviours and values of others. They participate fully and positively in a classroom community.

As they collaborate with others, students demonstrate that they understand and employ group processes. They cooperate with others as they contribute to the processes that their groups are using to complete tasks. They assess and evaluate the work that their groups have accomplished and the processes that their groups have used, so that future collaboration may benefit from the understandings that they have developed.

Students learn the importance of respecting, supporting and collaborating with others, and it is these processes that set the context for students to experience success in the English language arts classroom, and at home, in the community and at the workplace.

Learning effective strategies for collaborating with others is interrelated with learning in the other general outcomes.

- Students work collaboratively to discover possibilities and to experiment with language and forms (General Outcome 1).
- Students learn from the understandings and interpretations of their classmates as they comprehend and respond to oral, print, visual and multimedia texts (General Outcome 2).
- Students often work collaboratively to conduct inquiry and research and to share findings (General Outcome 3).
- Students work collaboratively on text creation: they discuss topics and forms of expression, they act as peer editors to assess their classmates' texts and to offer constructive suggestions for improvement, and they often work together to deliver a presentation (General Outcome 4).



## **5.1 *Respect self and others, and strengthen community***

### **Grade 8**

### **Grade 9**

#### **5.1.1 Appreciate diversity**

- a. examine how ideas, people, experiences and cultural traditions and values are portrayed in print and nonprint texts and compare own with others' understanding, including Aboriginal oral stories and artifacts [R, L, V]
- b. recognize that individual differences and perspectives are influenced by culture, religion, age, gender and experiences, and are valuable and honourable [R, L, V]
- c. clarify and enhance understanding, perspectives and opinions by examining the ideas of others [R, L, S, V]

#### **5.1.2 Relate texts to culture**

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>a. identify and compare ways in which texts reflect specific elements of cultures or periods in history, including Aboriginal peoples [R, L, V]</li></ul> | <ul style="list-style-type: none"><li>a. analyze how texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history, including Aboriginal peoples [R, L, V]</li></ul> |
|---|--|

#### **5.1.3 Celebrate accomplishments and events**

- a. participate in organizing and celebrating special events, considering the various ways language arts are used across cultures, age groups and genders to honour and celebrate people and accomplishments (e.g., Aboriginal and other cultural/community events) [R, W, L, S, V, Rp]

#### **5.1.4 Use language to show respect**

- a. use inclusive language and behaviour, and create texts in ways that demonstrate respect for people of different heritage, cultures, genders, ages, abilities, opinions and communities [W, S, Rp]

4

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



## 5.2 *Work within a group*

### Grade 8

### Grade 9

#### 5.2.1 Cooperate with others

- a. demonstrate respect for the rights of self and others within a group and within a community by being fair and honest; demonstrating integrity and personal ethics; and by valuing equity within the group [W, S, Rp]
- b. contribute collaboratively in group situations by asking questions, and listening and building on ideas of others [L, S]
- c. identify and model behaviours of a successful student and/or worker (e.g., listening to and following directions, seeking assistance, arriving on time, organizing materials, paraphrasing directions, prioritizing tasks and recognizing expectations) [L, S]
- d. distinguish among constructive criticism, ridicule and sarcasm, and identify strategies to respond appropriately to ridicule and sarcasm [L, S]

#### 5.2.2 Work in groups

- a. communicate appropriately with group members to develop and/or identify goals, generate ideas and monitor progress, and share responsibility for the completion of a project/group goal [L, S]
- b. identify and demonstrate appropriate behaviour within a group (e.g., listening without interrupting, contributing when appropriate, disagreeing and/or offering suggestions in an appropriate manner) [L, S]
- c. identify and model motivational techniques (e.g., positive reinforcement, suggestions and paraphrasing) to focus group members on tasks and achieve group goals [L, S, V]
- d. acknowledge conflicting points of view within a group and contribute to compromise in a positive manner using a variety of strategies such as following a problem solving or issue resolution model [L, S]
- e. identify and demonstrate the responsibilities of each member within a group (e.g., leader, recorder, motivator) [L, S]
- e. assess personal effectiveness when assuming major roles within a group [L, S]
- f. identify leadership roles within a group to enhance personal leadership skills [L, S, V]

#### 5.2.3 Evaluate group process

- a. evaluate group processes and personal contributions to group processes to determine and communicate strengths and areas for improvement, and propose suggestions for improvement [L, S]

R – Reading

W – Writing

L – Listening

S – Speaking

V – Viewing

Rp – Representing



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